

Beyond the Launch: The Future of Research on Leadership Education

By Edith Rusch, James Crawford, & Mimi Wolverton

First of all, bravo to JRLE's first contributors! Our invitation was no small challenge, (express your views in 1000 words), and while many authors chafed under the word limitation (or even broke the rules!!), each scholar stimulated our thinking. At the same time, these essays challenged the well-entrenched perspectives of our editorial team in ways, we suspect, might have challenged our readers. Perspectives that cross programs, nations, and disciplines require an intentional choice to learn outside a zone of familiarity. We now have a new understanding about the importance of *translation* for both authors and readers of JRLE. Based on the contributions in this premier issue, we believe JRLE can lead the effort to reduce the communication barriers among academics in a variety of fields, professions, and countries. Our common ground is a commitment to prepare outstanding future leaders for educational settings.

We urge our readers to pay attention to the unique opportunity for constructing knowledge of leadership education influenced by the global perspectives of Barnett, Hallinger, Valverde, and Walker, and to take up Hallinger's charge: to build empirical data robust enough to displace "rhetoric and policy logic" as the foundation for leadership preparation. We also encourage our academic colleagues to attend to Tierney's challenge to break down the "firewall" between higher education and K-12. That same firewall separates many other academic arenas committed to leadership education and the editorial team of JRLE looks forward to submissions based on robust studies conducted by scholars who choose to redefine the borders of knowledge construction. This journal, and the professional association that supports it, will take full advantage of our advanced technological environment to foster the growth of this vital research agenda.

Silverburg and Kottkamp identified the basic skill we all need to be proficient at this work: ***behave as learners***. The authors note,

Only if we are learners do we interact reciprocally with those outside our culture. When invited to visit or consult in other cultures, to the degree we only take the stance of teacher, bringing enlightenment rather than the stance of a reflective learner, we miss the meaning of differences between systems. Becoming deep

learners enables us to cross borders of culture, race, paradigm, national system of education, and to facilitate our students in crossing them.

The editorial team of JRLE looks forward to working with a global community of academic learners.